Leadership for Future Schools: Towards a Collective Effect Model

Ori Eyal

Social and technological changes of the 21st century have posed deep challenges to traditional schooling. The rise of new technologies, transformations in the labor market, and the expansion of leisure have triggered growing uncertainty for how educational systems plan and execute strategies that support students' vocational, civic, and personal well-being. In response, scholars often advocate for pedagogical reforms, emphasizing the benefits of technology-enhanced learning to address cognitive, emotional, and communal needs.

In this presentation, I propose a shift in focus from pedagogy to school leadership. Rather than relying on established models such as transformational, instructional, or distributed leadership, I build on Skinner et al.'s (2022) ecological lens to introduce the collective effect leadership model. This model conceptualizes development and engagement as the result of coordinated influences from multiple social partners, including school leaders, peers, family members, community actors, and digital media.

The model identifies three core mechanisms of influence: coactive operations, where multiple partners jointly shape outcomes; contingent operations, where the effect of one partner depends on support or thwart from another; and sequential operations, where influence flows across system layers. For example, a principal's autonomy-supportive leadership may coactively combine with peer encouragement and parental involvement to foster student motivation. This effect may be contingent on whether the teacher buffers or amplifies peer pressure through competence support. Sequentially, the principal's influence may first elevate the teacher's motivation, which then enhances classroom dynamics, ultimately impacting the student's sense of autonomy and engagement.

By mapping these interdependent influences, the model offers a nuanced view of how school leaders and surrounding actors shape learning ecologies. I conclude by discussing how practitioners can apply this framework to develop responsive and resilient strategies in times of uncertainty..

Technology in
School Leadership and Learning
科技賦能學校領導與學習